

PATE ELEMENTARY

1010 Indian Branch Road
Darlington, SC 29532

GRADES K-3 Elementary School

ENROLLMENT 541 Students

PRINCIPAL Terry Martin 843-398-2400

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma P. Dawson 843-393-1291

THE STATE OF SOUTH CAROLINA

**ANNUAL SCHOOL
REPORT CARD**

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	50	13	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

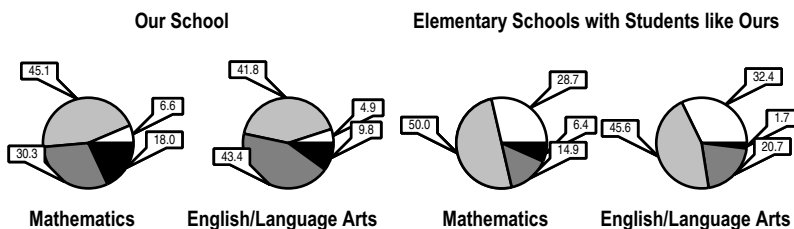
FOR MORE INFORMATION, VISIT WEBSITES AT:




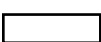
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Excellent	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	114	93
Percent satisfied with learning environment	97.6%	94.6%	93.5%
Percent satisfied with social and physical environment	100.0%	90.4%	85.9%
Percent satisfied with home-school relations	95.0%	92.1%	91.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	134	100.0	4.9	41.8	43.4	9.8	53.3	17.6
Gender								
Male	56	100.0	6.1	49.0	36.7	8.2	44.9	17.6
Female	78	100.0	4.1	37.0	47.9	11.0	58.9	17.6
Racial/Ethnic Group								
White	42	100.0	7.7	38.5	35.9	17.9	53.8	17.6
African-American	92	100.0	3.6	43.4	47.0	6.0	53.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	117	100.0	4.8	36.2	47.6	11.4	59.0	17.6
Disabled	17	100.0	5.9	76.5	17.6	N/A	17.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	134	100.0	4.9	41.8	43.4	9.8	53.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	134	100.0	5.0	41.3	43.8	9.9	53.7	17.6
Socio-Economic Status								
Subsidized meals	105	100.0	6.2	46.4	40.2	7.2	47.4	17.6
Full-pay meals	29	100.0	N/A	24.0	56.0	20.0	76.0	17.6

Mathematics								
All students	134	100.0	6.6	45.1	30.3	18.0	48.4	15.5
Gender								
Male	56	100.0	2.0	53.1	26.5	18.4	44.9	15.5
Female	78	100.0	9.6	39.7	32.9	17.8	50.7	15.5
Racial/Ethnic Group								
White	42	100.0	7.7	41.0	23.1	28.2	51.3	15.5
African-American	92	100.0	6.0	47.0	33.7	13.3	47.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	117	100.0	5.7	41.0	32.4	21.0	53.3	15.5
Disabled	17	100.0	11.8	70.6	17.6	N/A	17.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	134	100.0	6.6	45.1	30.3	18.0	48.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	134	100.0	6.6	44.6	30.6	18.2	48.8	15.5
Socio-Economic Status								
Subsidized meals	105	100.0	8.2	49.5	28.9	13.4	42.3	15.5
Full-pay meals	29	100.0	N/A	28.0	36.0	36.0	72.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	144	N/A	8.5	45.4	42.6	3.5	46.1
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	134	100.0	4.9	41.8	43.4	9.8	53.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	144	N/A	12.8	44.0	21.3	22.0	43.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	134	100.0	6.6	45.1	30.3	18.0	48.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 541)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.3%	2.4%
Attendance rate	95.4%	Down from 96.1%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.7%	Down from 4.5%	8.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.9%	Down from 7.2%	9.2%	8.0%
Older than usual for grade	0.7%	Down from 1.3%	2.0%	1.1%
Suspended or expelled	0.0%	Down from 1.6%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	27.0%	Up from 26.2%	44.0%	50.0%
Continuing contract teachers	78.4%	Up from 76.2%	83.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.6%	Up from 80.8%	84.7%	86.2%
Teacher attendance rate	95.8%	Up from 95.7%	94.9%	95.3%
Average teacher salary	\$36,737	Down 0.2%	\$39,261	\$39,909
Prof. development days/teacher	N/R	N/R	12.1 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio	19.9 to 1	Up from 19.4 to 1	18.1 to 1	18.9 to 1
Prime instructional time	89.4%	No change	89.3%	89.7%
Dollars spent per pupil*	\$5,915	Up 7.6%	\$6,018	\$5,892
Percent spent on teacher salaries*	67.0%	Up from 66.7%	66.3%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 97.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pate Elementary School, which is a Title I School wide site, is proud of the many accomplishments of the faculty, staff, and students for the 2002-2003 school year. Pate's students continued to experience academic and social growth. Service projects and other community building activities helped build character and community spirit.

The PTA is an invaluable resource to the school and truly aids in ensuring success of Pate Elementary School. Fundraisers were held and new playground equipment, books for the classroom, incentives for teachers and students, and technology equipment was purchased.

Pate teachers continued to grow professionally by participating in staff development opportunities. Math Solutions, WOW (Working on the Work), Fish!, and Life Space Crisis Intervention training were among the many topics of development for the year.

The continuation of Literacy Groups in English/Language Arts proved again how small group reading strategy instruction is beneficial to the students. A \$25,000 grant from General Electric funded part of the Literacy Group instruction. The after-school program was implemented for the third year. Teachers continued to make lessons engaging, challenging, and satisfying with the WOW initiative.

Pate distinguished itself in the 2002-2003 school year. Pate was bestowed the title of a "Red Carpet School" because of its customer-friendly service. A presentation at the state Title One Conference was given regarding the programs that have promoted high achieving students at Pate. Pate was identified as one of the 30 elementary schools and middle schools in South Carolina that is closing the gap between the performance of economically disadvantaged and advantaged students and the gap between the performance of white and African American students at the 90th percentile level. Mrs. Graham was asked to address the Education Oversight Committee members about the challenges and the successful practices that have been implemented to build high performance among all students. Mrs. Brandi Davis was selected as the Teacher of the Year for Pate. Thirteen student marshals were asked to participate in the district's SACS visitation reception. A student was selected to receive the Lt. Governor's Writing Award and another student was selected as the district's STAND recipient. A Girl Scout troop began and includes ten Pate students. We are proud of all of these accomplishments, and the many more that cannot be listed.

Pate Elementary School continues to instill in students "Positive Attitudes That Educate."

Linda G. Graham, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.